

Quality First! Coaching Component

The role of the coach is to engage and support early care and education programs in the quality improvement process of *Quality First!*: Arizona's quality improvement and rating system.

Characteristics of Coaches:

- Determination and desire to make a difference
- Highly developed sense of self-awareness of own values and possible differences in values among participants
- Ability to see things from differing points of view, including cultural impacts upon perspectives
- Genuine and able to build a positive relationship based on trust

Positive outcomes from this process will be related to how the participants perceive and value the coach and the support provided. This will have a significant impact upon the participants' commitment to change and the development and implementation of an improvement plan.

Coaching Process:

- Dual-focus on relationship(s) and activities
 - Develop and monitor the relationship using a positive, asset-based approach which will build upon center or home's strengths to identify goals for improvement.
 - Guide the process through identified stages, with the process to be finalized based upon input from all logistic teams:
 1. Entry: Establish relationship, explain QIRS process, identify expectations and next steps
 - a) Identify other pertinent partners such as ADHS licensing surveyors, participant's leadership staff e.g. regional curriculum coordinator
 - b) Conduct informal observation of home or center to become familiar with program
 2. Assessment (coach does not perform this task)
 3. Review of assessment results
 - a) Assessor, Coach, (CC Health Consultant if appropriate)
 - b) Coach reviews assessment results with participant
 4. Develop improvement plan through building consensus and prioritize goals
 - a) Identify how and when Child Care Health Consultant will support the participant
 - b) Referral to Child Care Health Consultant if appropriate
 5. Assist in the participant's implementation of the quality improvement plan
 6. With participant, monitor and evaluate progress
 - a) Provide additional supports and/or identify community resources
 - b) Collaboratively determine financial and other resources needed to meet goals

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- Provide support to participants in the areas of environment, interactions, administrative practices, linkages to QIRS related activities such as T.E.A.C.H., and identification of community resources and supports available to the participant.
- Select communication strategies which maximize implementation and empowerment, such as attending and active listening, seeking and verifying information, encouraging, influencing, and supporting
- Establish and maintain ethics and professionalism: self, relationship issues, process issues; throughout this process.

Key Tasks:

- Develop and maintain relationship with participant
- Review assessment results with participant
- Assist participant in creating quality improvement plan
- Coordinate a multi-disciplinary team
- Work with participant to provide support and resources for the development and implementation of improvement plans
- Problem-solve and resource development
- Link to community resources and provide referrals as appropriate
- Provide ongoing feedback
- Participate in regular supervision with Supervisor
- Participate in regular professional development
- Complete reports and required data collection

Caseload:

- 1:10 to 1:15 (may vary due to location and size of homes or centers, level of support identified and goodness-of-fit)

Frequency and Duration of coaching activities:

- Entry: minimum 1 hour introductory visit
- Review of Assessment results with participant
- Minimum of 1 x monthly on-site visit with regular, ongoing contact via telephone or email. Duration of visit(s) or increased frequency of visits will be identified in improvement plan.